

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights, and subsequent amendments.	
Grade Level/Band Standard:	9-12.C.2.6 Identify the points of agreement and disagreement between the Federalists and the Anti-Federalists over the ratification of the United States Constitution and how the disagreement was resolved via the protection of rights in the Bill of Rights.	
Student Friendly Language:	I can compare and contrast the perspectives of the Federalists and Anti-Federalists on the ratification of the United States Constitution. I can understand how their disagreements resulted in the passage of the Bill of Rights.	
<i>What prior knowledge do students need to have to be successful on this standard?</i>		
<ul style="list-style-type: none">● There is a balance of power between individual rights/freedom and governmental authority.● The relationship between national and state powers.		
<i>Students Will Know (Factual Knowledge)....</i>	<i>Students will Understand (Historical Inquiry)....</i>	<i>Students Will be Able to Do (Performance Based)</i>
<ul style="list-style-type: none">● Anti-Federalists proposed a bill of rights. These arguments led to the passage of the Bill of Rights.● What both groups believed in and wanted to see in the American government.	<ul style="list-style-type: none">● The main point of contention between the Federalists and Anti-Federalists was the amount of power the central government could attain.● To ensure that individuals remained relatively independent from a central government certain individual rights were maintained in the United States Constitution.	<ul style="list-style-type: none">● Explain the main arguments of the Anti-federalists and Federalists over passage of the United States Constitution.● Assess the need for the passage of the Bill of Rights in the debate over ratification.
<i>Vocabulary (Key Terms Used by Teachers and Students)</i>	<i>What are possible misconceptions students may have with respect to this standard?</i>	

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<ul style="list-style-type: none">● Anti-federalists● Federalists● Bill of Rights● Ratification● Federalist Papers● Factions	<ul style="list-style-type: none">● The Bill of Rights (the first ten amendments) is not an Article within the U.S. Constitution but rather amendments added after the ratification process.● The Federalists and Anti-Federalists were not politicians, but ordinary citizens concerned with the power of the federal government.	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none">● N/A	
Vertical Alignment		
<p>Previous Learning Connections</p> <ul style="list-style-type: none">● 8.H.3.3 Compare and contrast the Federalist and Anti-Federalist philosophies when it came to the ratification of the US Constitution.	<p>Current Learning Connections</p> <ul style="list-style-type: none">● Learn how the Bill of Rights was created due to the viewpoints of the Federalists and Anti-Federalists.● Draw connections to novels or readings that are being addressed in other courses.● High school U.S. History class.	<p>Future Learning Connections</p> <ul style="list-style-type: none">● Real-life application
C3 Framework Relevant Skills and Applications		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none">● D1.2.9-12.Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none">● D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <p>Developing Claims and Using Evidence:</p>		

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- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.

Example strategies to reach depth and intention of the standard

- Hold a classroom debate to validate the beliefs of the Federalists and Anti-Federalists.
- Create a Venn diagram comparing and contrasting the viewpoints of the Federalists and Anti-Federalists.

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Contact an organization with whose platform you agree and see how you can get involved ● Organize a “flyer” campaign to raise awareness ● Organize fundraising event for a cause ● Form a club ● Create a community education pamphlet ● Organize a rally 	<ul style="list-style-type: none"> ● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards. ● Your class could reach out to organizations that seek to protect our civil liberties found within the Bill of Rights to see how they can help to support their efforts. This could be in the form of community service, fundraising, or informational pamphlets that can be distributed to parents or community members. ● Your class could seek to develop a club (permanent or temporary) that could seek to raise awareness on these issues and organize some form of community outreach to raise awareness on our civil liberties.